

# The Tudors on Tour

## Terms 5 & 6

The final showdown!  
Tudors workshop day at Knole House  
Paint and make a Tudor portrait miniature  
Make Tudor house models

## The BIG Questions...

Who were the Tudors? How did Henry VII gain the throne? What did the Tudor Rose symbolise?

For what is Henry VIII remembered? What image and messages were portrayed in the royal paintings?

What was a Tudor town/ street like? What buildings were there? What would Tudor Dartford have been like?

What can you find out about Dartford's Royal Manor House? What was Henry VIII's connection to Dartford?

What can you find out from a visit to a Kent historic Tudor house? (Knole House)

Suggested artists...  
Hans Holbein (1497-1543)



Lead story and others...  
The Prince and the Pauper  
Mark Twain



Opportunities for visits, visitors and outdoor learning...

Visit to Knole House, Sevenoaks



## Key Skills and Knowledge

### History

As historians we will...

- Make connections, note similarities and contrasts.
- Study different aspects of different people e.g. men, women, levels of society.
- Make comparisons of an aspect of life with that in another period.
- Examine causes, results and significance.
- Know and sequence key events of time studied.
- Use relevant terms and recognise where the studies fit in a timeline with period labels.

## Possible activities

Make a Tudor family tree.  
Draw, label and explain the Tudor Rose created by Henry VII.  
Timeline of key events and where the Tudors fit in a timeline with period labels.  
Discuss and list examples of primary and secondary sources of evidence.  
Investigate Tudor portraits - interpret messages in the painting.  
Find out about an aspect of Henry VIII's reign (e.g. the Reformation) - causes, results, significance. Examples from local Holy Trinity church.

	<ul style="list-style-type: none"> <li>• Make comparisons between different times in the past.</li> <li>• Compare accounts from different sources, fact or fiction.</li> <li>• Suggest some reasons for different versions of events.</li> <li>• Begin to identify primary and secondary sources.</li> <li>• Use evidence to construct a picture of a past event.</li> <li>• Select relevant sections of information.</li> <li>• Use books and the internet with increasing confidence.</li> <li>• Ask and answer questions when using sources, books and the internet.</li> <li>• Recall, select and organise historical information.</li> <li>• Communicate our knowledge and understanding.</li> </ul>	<p>Find out about Tudor towns and Henry VIII's Royal Manor House in Dartford.</p> <p>Tudors workshop day at Knole.</p> <p>Find out about life in a Kent Tudor royal house - compare levels of society, clothes and artefacts.</p> <p>Interpretation of past e.g. Tudor house image from Victorian black painted beams.</p>
<h2>Geography</h2>	<p>As geographers we will...</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use of google maps and Earth (cross-curricular: computing) to navigate land features and formations..</li> </ul>	<p>Map work:</p> <p>Locate Leicester, Leicestershire, York, Lancaster, Bosworth Field, Locate cities/ towns of the UK linked to Tudor town work.</p> <p>Dartford town map, road names with link to Priory and Anne of Cleves</p> <p>Kent map - Locate Sevenoaks, Dartford, Dover</p>
<h2>Science</h2>	<p>As scientists we will...</p> <p>Properties and Changes in Materials (continued)</p> <ul style="list-style-type: none"> <li>• Know that some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.</li> <li>• Demonstrate that dissolving, melting and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of bicarbonate of soda.</li> </ul> <p>Living Things and their habitats</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycle of a mammal, an insect and a bird.</li> <li>• Describe the life processes of reproduction in some animals and plants.</li> </ul> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> </ul> <p>Working scientifically</p>	<p>Based on Kent Science Scheme of Work, practical work and fair tests involving:</p> <p>solutions and evaporation mixtures and filtering and sieving examples of irreversible changes</p> <p>Use information sources to learn about and sequence these life cycles. Make observations of plants and use information sources.</p> <p>Sequence life cycle. Lesson linked to the Year 5 PSHE puberty lesson.</p>

	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.</li> <li>• Take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings from enquiries including conclusions, relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Explore and talk about their ideas; asking their own questions about scientific phenomena and analysing function, relationships and interactions more systematically.</li> <li>• Recognise that scientific ideas change and develop over time.</li> <li>• Draw conclusions based on their data and observations, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.</li> <li>• Read, spell and pronounce scientific vocabulary correctly.</li> </ul>	
<p><b>PSHE</b></p>	<p>As Wentworth citizens we will...</p> <p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues, problems and events that are of concern to us and offer our recommendations to appropriate people.</li> <li>• Learn why and how rules and laws that protect ourselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</li> <li>• Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> </ul> <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Learn that we have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>• Learn about the role money plays in our own and others' lives, including how to</li> </ul>	<p>Discussion and circle time. Use of lesson information PowerPoints.</p>

	<p>manage money and about being a critical consumer.</p> <ul style="list-style-type: none"> <li>• Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).</li> </ul> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Learn about changes at puberty.</li> <li>• Learn about changes that happen in life and feelings associated with change</li> </ul>	
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• Generate ideas through brainstorming and identify a purpose for their product.</li> <li>• Draw up a specification for our design.</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</li> <li>• Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>• Select appropriate materials, tools and techniques.</li> <li>• Measure and mark out accurately</li> <li>• Use skills in using different tools and equipment safely and accurately.</li> <li>• Cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>• Evaluate a product against the original design specification.</li> <li>• Evaluate it personally and seek evaluation from others.</li> </ul>	<p>Watch DVD about how Tudor houses were built and look at pictures/ information books. Plan how a model of a Tudor house could be made and what features to include. Use nets of 3D shapes (triangular prisms and cuboids) to make parts for the houses from card. Cut, join and add features. Evaluate.</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied</li> <li>• Select and describe the most important functions of a place of worship for the community</li> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>• Describe the forms of guidance a Muslim uses</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims</li> </ul>	<p>Kent Agreed Syllabus</p> <p>Continued U2.4: If God is everywhere, why go to a place of worship?</p> <p>Key features of a Jewish synagogue and links to beliefs</p> <p>Differences between Reform and Orthodox synagogues</p> <p>Think about what places of worship are for and the most important function of a place of worship</p> <p>U2.6: What does it meant to be a Muslim in Britain today?</p> <p>Find out about the Five Pillars of Islam</p> <p>Learn about the Qur'an as a source of guidance for Muslims</p> <p>Describe how key features of the Mosque connect to the beliefs of Muslims</p>
Art	<p>As artists we will...</p>	<p>Look at a range of Tudor portraits.</p>

	<ul style="list-style-type: none"> <li>• Develop close observation skills</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their work.</li> <li>• Use sketchbooks to plan, record and evaluate artwork.</li> <li>• Show experience in combining pinch, slab and coiling to produce end pieces. • Develop an understanding of different ways of finishing work: glaze, paint. Adapt work as and when necessary and explain why they have done so. Use language appropriate to skill and technique.</li> <li>• Explore a range of great artists, in history. • Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further. • Identify artists who have worked in a similar way to their own work.</li> </ul>	<p>Composition - Show and discuss techniques for positioning of facial features.          Sketching practice.          Draw a miniature portrait of a Tudor royal.          Make a clay frame for the portrait.          Sketch each other.          Draw or paint own portrait. What would you choose to include? (e.g. own interests)</p>
<p><b>Computing</b></p>	<p>As computing technicians we will...  <u>Computer Science</u></p> <ul style="list-style-type: none"> <li>• Use All motion / looks / sounds / events / control / sensing blocks</li> <li>• Begin to use operators (green) and variables (dark orange)</li> <li>• Use of google maps and Earth (cross-curricular) to navigate land features.</li> </ul>	<p>ICT Suite Term 6          Game Makers: Use of Scratch for programming a maze game</p>
<p><b>Music</b></p>	<p>As musicians we will...          Playing Instruments</p> <ul style="list-style-type: none"> <li>• Copy increasingly complex 8-beat rhythms accurately.</li> <li>• Understand that performances start and end in silence and show a high level of maturity when performing.</li> </ul> <p>Follow Notation</p> <ul style="list-style-type: none"> <li>• Follow increasingly complex rhythmic notation.</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Say what went well using musical language and suggest two ways to improve when listening to live performances and compositions.</li> </ul>	<p>Recorders - Use of Red Hot Recorder books and CDs          Follow music notation          Listen to, copy and respond to note and rhythm sequences          Discuss and evaluate performances</p>

<p><b>British Values</b></p>	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Show tolerance of others including religion</li> <li>• Show mutual respect</li> <li>• Respect democracy</li> <li>• Respect rule of Law</li> <li>• Respect individual liberty</li> </ul>	<p>PSHE lessons and cross-curricular Examples: RE - Different faiths and religions. PE - Respect the opposition in team games. PFL - Respect for others who speak other languages</p> <p>Voting for House Captains</p> <p>PE - Accepting the decision of the referee PSHE/ History - Laws and their impact. How has individual liberty changed?</p>
<p><b>P.E.</b></p>	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>• Use the skills e.g. of throwing and catching to gain points in competitive games (fielding).</li> <li>• Sustain pace over longer distances - 2 minutes.</li> <li>• Perform relay changeovers.</li> <li>• identify the main strengths of a performance of self and others.</li> <li>• Identify parts of the performance that need to be improved.</li> <li>• Perform a range of warm-up exercises specific to running for short and longer distances.</li> <li>• Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.</li> <li>• Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.</li> <li>• Compose own dances in a creative way.</li> <li>• Perform to an accompaniment. Our dance shows clarity, fluency, accuracy and consistency.</li> <li>• Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse).</li> <li>• Perform dance to an audience showing confidence and clarity of actions.</li> <li>• Show coordination, control, alignment, flow of energy and strength (Technical Skills).</li> <li>• Show focus, projection, sense of style and musicality (Expressive Skills).</li> <li>• Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>• Understand and use dance vocabulary</li> <li>• Understand why safety is important in the Studio.</li> <li>• Compare and evaluate own and others' work.</li> </ul>	<p>Games (striking and fielding) T. 5 Skills practice and games: pass small ball underarm bowl, bat, field and overarm throw rounders</p> <p>Athletics T. 6 running team relay running long jump throwing discuss and evaluate</p> <p>Dance T.5 Tudor Dance Look at pictures/ clips of Tudor dance and costumes - describe. Listen to and use Tudor music. Show and try some basic steps individually, paired and group formation Create own dance sequence.</p>

	<ul style="list-style-type: none"> <li>• Make complex extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Perform consistently to different audiences.</li> <li>• Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.</li> <li>• Mirror and match partner's balance i.e. making the same shape on a different level or in a different place.</li> <li>• Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.</li> <li>• Make symmetrical and asymmetrical shapes in the air.</li> <li>• Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</li> </ul>	<p>Gym T.6 Flight theme 5 basic jumps Safe take off and landing Rolling Travel feet-hands-feet Spring from feet to hands and back again Link 3 jumps for height and length Partner work - contrasting/matching Develop sequence Floor and apparatus</p>
<p>P.F.L.</p>	<p><u>Oracy</u> Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic</p> <p><u>Literacy</u> Reread frequently a variety of short texts Make simple sentences and short texts Write words, phrases and short sentences, using a reference Write simple words and phrases using a model and some words from memory Intercultural understanding Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places Compare symbols, objects or products which represent their own culture with those of another country</p> <p><u>Knowledge about Language</u> Recognise patterns in simple sentences. Manipulate language by changing an element in a sentence. Apply knowledge of rules when building sentences. Develop accuracy in pronunciation and intonation. Understand and use negatives. Appreciate that different languages use different writing conventions. Recognise the typical conventions of word order in the foreign language. Understand that words will not always have a direct equivalent in the language. Notice different text types and deal with authentic texts.</p>	<p>French - Use of La Jolie Ronde and Linguascope. Units about: Food (11-15) Weather/Place/Time (16-20)</p>